Guided Reading Lesson Plan

**Text: Owls in the Garden PM Gold Set A Level: 21**

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| **High Frequency Word Review** | went, climb, |
| **Easy Reading** | Use the last book from the previous session.   * Help students to work out unknown words from meaning: “What would make sense there? What would look right and sound right?” * Get students to check any errors: “Did that make sense?” “You said \_\_\_\_\_\_\_\_\_ . Does that look right?” “Can we say it that way?” * Get students to reread parts for fluency and phrasing. |
| **New book** | **Orientation**:   * The title of this book is “Owls in the Garden”. When we think about the title and look at the picture on the front cover what predictions do we have about what this book might be about? Who might be in the story? * **Brief Overview:** This book is about Katie and her two best friends, Tring and Grace. Katie has a new tent so they put it up in the back yard and sleep outside. Katie’s big brother Martin says they will get scared but the girls disagree. At night the girls were OK at first but then heard little noises, and got scared by a strange noise. They were a bit scared but then they saw Martin running across the lawn really scared, and their parents told him it was just an owl. The girls stayed in the tent and laughed. * (P2/3) Can you see all the characters in this picture? Who is who? * (P4/5) What is everyone doing in this picture? (eating dinner) * (P6/7) Whose hand is shown in this picture (Tring) and what is she doing? * (P8/9) What is happening on this page? Does the picture give you the whole story? (you have to read the text to understand what is going on). * (P10/11) Look at the faces on the girls in this picture. What are they feeling? * (p12/13) On this page, the author has used an interesting way to emphasise part of the text – not with bold text, or an exclamation mark. * (p14/15) What do you think Martin was doing outside before he ran towards the house? * (P16) What do you think the girls will do next?   **Introduce new words and concepts**: high frequency words  **Finding words using initial letters** after articulating clearly. What can you hear in the middle, at the end of...?  **Prompt children to practise strategies.**  **Each child reads the text independently.**   * Reinforce where children used reading strategies & prompt for strategies as needed.   **Comprehension Questions** |
| **New high frequency words** | when, what, why, were, laughed, frightened |
| **Letter Patterns** | “ch” in chocolate, torch and changed on page 6  “igh” in straight (p7), frightened, “gh” in “laughed” on page 16 |
| **Phonological awareness** | * “ing” in sleeping (p2), running & crying (p3), cleaning (p7), sniffing (p8) making (p15) – note that this word loses its “e” |
| **Other teaching focus** | * Contractions: “I’m, I’ve, Let’s, We’ll, We’re” on page 6/7 * Speaking words: “said”, “whispered” (p8&10), “asked” (p10), “gasped” (p15) |
| **Comments** |  |

See comprehension questions on next page…

Comprehension Questions for “Owls in the Garden”

Factual:

1. Where did the girls decide to sleep? (In a tent)
2. What are the names of Katie’s friends? (Tring and something…)
3. What is the name of Katie’s brother?
4. What things did Katie and the girls take out to the tent with them (sleeping bags and torches)

Inferential (Explain your answer)

1. Why did Martin say that the girls would get scared?
2. Why do you think Martin was running across the lawn near the end of the book?

Interpretive

1. Are there any pictures of owls in this book? Why do you think that a book called “Owls in the Garden” doesn’t have any pictures of owls in it?

Critical/Evaluative

1. Have you ever slept outside in a tent?
2. What sorts of things make noises outside at night?
3. Why do you think noises make people scared?